

# COURSE *of* STUDY

ELEMENTARY SCHOOLS



SOLANO COUNTY  
CALIFORNIA - 1906

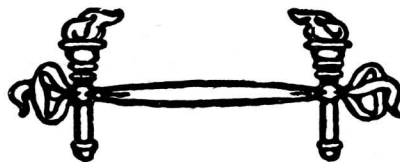
NOT TO BE TAKEN  
FROM OFFICE







Course of Study  
..For the..  
*Elementary Schools*  
of  
*Solano County, California*



Also the  
RULES AND REGULATIONS FOR  
PROMOTION AND GRADUATION

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*Adopted By*  
BOARD OF EDUCATION  
*Solano County, California*

JUNE 30, 1906







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# County Board of Education

1905 - 1906

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MARGARET TOBIN -----Vallejo  
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WILL C. WOOD-----Fairfield  
DAN H. WHITE-----Fairfield  
(Secretary and County Superintendent of Schools)

1906 - 1907

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DAN H. WHITE-----Fairfield  
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## Introduction

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This Course of Study is prepared by the Board of Education with the sole object of getting the best results possible in the elementary schools of the county. It is not expected that it will attain all that is desired, neither is it expected that it will stand uncriticised. In fact, the Board invites the friendly criticisms of the teachers, so that in succeeding years the defects may be remedied.

The course as outlined provides for four years of primary and four years of grammar-school work. Several changes have been made in the work heretofore assigned the different grades, on account of the recent adoptions of text books made by the State Board of Education.

The teachers of the county should concentrate mostly upon the essential grammar school branches, such as Reading, Writing, Arithmetic, Grammar, Spelling, Composition and United States History.

While this course is necessary under the provisions of Section 1771 of the Political Code, yet it should not hamper the originality of the teacher, nor the capacity of the pupil to do more extended work than that assigned the various grades.

Teachers should familiarize themselves with the entire Course of Study, and not the work of any particular grade. Each grade should be viewed in its relation to the whole. The realization of this fact, and

its application to the details of daily school work will result in a saving of time and energy, both on the part of the teacher and the pupils, and a corresponding increase in the result of our school work. Especially will the young teacher find a careful perusal of this Course of Study beneficial. The "Suggestions to Teachers" and the "Working Directions" should be carefully studied if results are to be obtained.

DAN H. WHITE,  
County Superintendent of Schools.  
Solano County Board of Education.



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## Suggestions

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**Programs** A well arranged program should be hung in each school room. Revision and modification of the program is a necessity, but in general it should be strictly followed.

**Registers and Reports** Teachers should pay careful attention to their school registers. The names of the pupils should be properly entered and their records accurately kept. It should be impressed upon the minds of the pupils, also the parents, the necessity for regular attendance at school, since a portion of the district's revenue depends upon the average daily attendance of the pupils.

Each teacher should keep for reference the circulars and reports sent from the Superintendent's office. Each school should have a filing case in which to file these records.

**Order and Neatness** One of the most important duties of teachers is the training of children to habits of order and neatness. It is a matter of practice more than of precept; the teacher's own personal appearance, her desk, her books, the appearance of her work upon the blackboard, all should be models for her pupils. School books and desks should be inspected frequently, and failure to keep them in proper condition should be considered a breach of discipline and dealt with in the same manner as other breaches of discipline. From the lowest grades up nothing should be accepted which does not show painstaking effort. If the best is insisted upon it will become habitual.

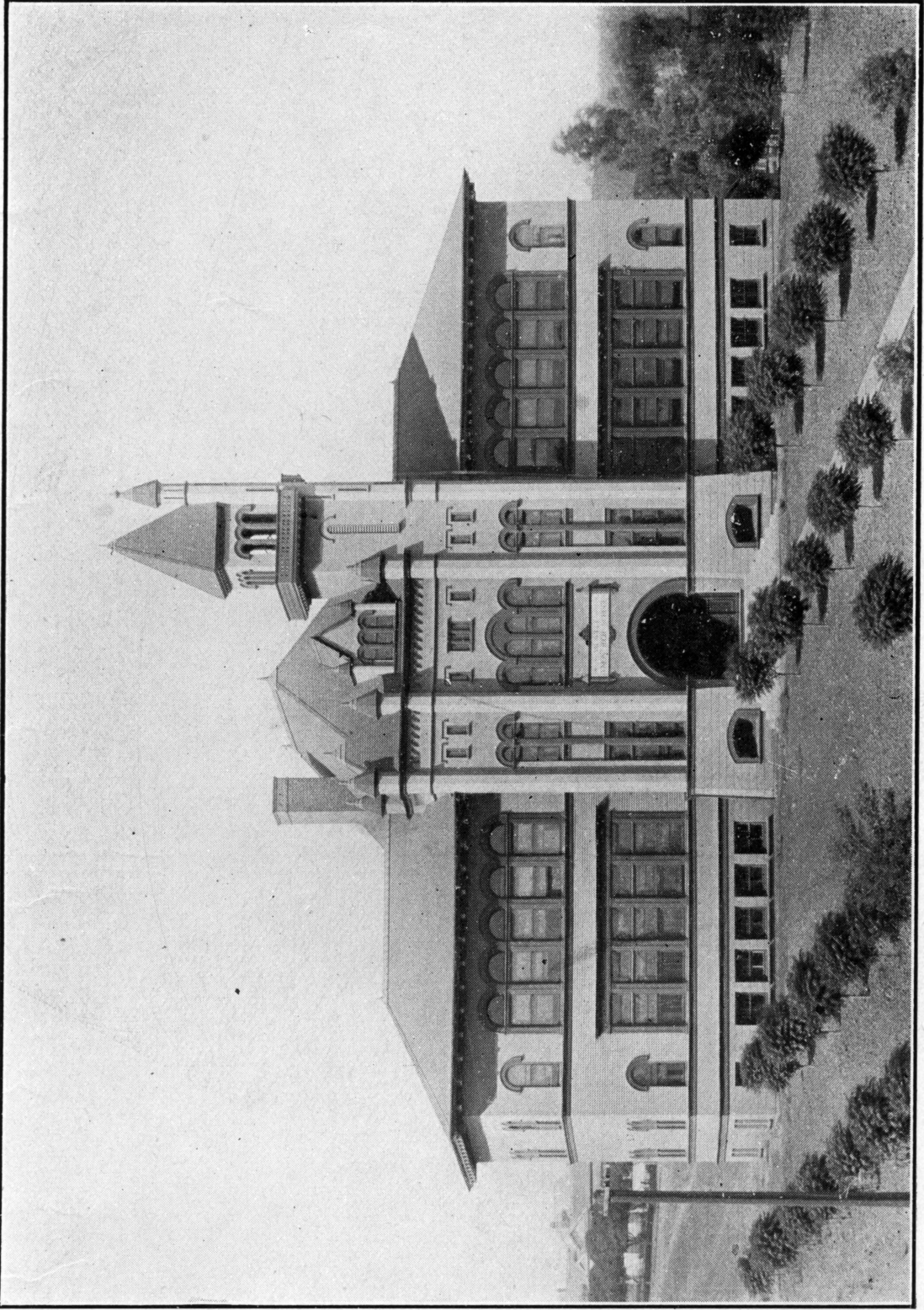
**Patriotism** Early in life a love of country should be instilled in the hearts of the children. It is the province of every teacher to make this love deep and lasting. A good way to do this is to recount the story of our nation's birth, the noble sacrifices of its heroes, and the blessings which our forefathers have secured for us. Patriotic exercises should be held on special occasions commemorative of some historical event. Selections for this purpose may be found in such a work as Davis' "Young America's Manual" (Educational Publishing Co.).

The "Stars and Stripes" should float from every school house, and before assembling each day the flag should be saluted. It is recommended that teachers see that this suggestion is carried out in the schools of the county.

**Decorations, Improvement of School Grounds, Etc.** Let attention be paid to the proper decoration of school rooms, and the planting of trees and ornamental shrubbery on the school grounds. The more attractive you make the child's surroundings, the more enthusiastic will he become with his school work. Attractive pictures and growing plants add greatly to the interior appearance of our schools, and in fact make them more homelike to the children. The cultivation of school gardens should be an educational feature of every school in the county.

See that the school yard is free from rubbish, and see that the buildings and fences are kept in repair. Old broken down fences, dilapidated buildings, untidy school yards, and poorly kept libraries are a detriment to any school. Our school surroundings instead of being barren desolate places, should be the pride of





VACAVILLE UNION HIGH SCHOOL, VACAVILLE.





every district. The progressive teacher will see that it is.

**Interesting Parents  
and Trustees**

Every teacher should endeavor to interest the parents in the work of the school. Encourage them to visit and see the work that is being done in the school from day to day.

Do not get up an entertainment or two during the year for the parents' benefit—such are not productive of lasting results. True they are of temporary benefit. But the teacher should work up a lively school sentiment in her locality. Give the parents to understand that you enjoy their visits. Have them talk to the children—not too long—upon some topic that will interest and hold their attention. Enlist the support of the local papers, and by all means let your school hold a prominent place in the work of the community. Encourage Trustees to visit and to take a more active interest in the school's welfare.

**Fire Drills**

Teachers of the larger schools in the county should devote a part of the time to fire drills, thereby lessening the dangers in case a fire should break out while the school is in session. These drills should be had at least once a month.

**School Supplies**

Economy should be exercised in the purchasing of school supplies. In many instances there is a waste of school moneys on account of the teacher's ordering supplies in over abundance, and then allowing too extravagant use of these supplies. Every child should be taught the lessons of thrift and frugality. He should be given to understand that this is an essential part of his education, so that when he grows to manhood he will real-

ize the benefits to be derived from practicing economy in all his transactions.

**Health** Under this head attention is called to three things: (1) The necessity of constant general supervision on the part of the teacher over those arrangements about the school upon which depend the health and comfort of the pupils; (2) the necessity of having calisthenic, marching and breathing exercises at stated times; (3) the necessity of ventilation. Teachers should insist upon pupils sitting and standing in a proper attitude. Seats of the proper height and such as give support to the back, should be provided, and care should be taken to seat pupils according to size. It is true that all school rooms are not properly furnished, but in many instances the wants would be supplied if they were made known to those having charge. Pupils should be taught how to take care of their eyes. They should not face the light, nor should the light be very strong. Nearsightedness comes from having the eyes too near the desk or the work on the desk. So far as possible have the pupils keep their eyes at the proper distance from what they are reading or writing. Calisthenics and breathing exercises should not be practiced within an hour after eating. A few moments should be given to calisthenics, and then follow immediately with a breathing exercise. During both exercises fresh air should be admitted. These exercises should take place at least twice each day, and they may be introduced with great profit whenever the restlessness of the class indicates fatigue. The feet of pupils should be dry and warm. The floor is the coldest part of the room, unless it is heated by hot water pipes placed underneath it. A march once or twice around the room, along all the aisles, will hasten the circulation of blood through



cramped limbs, and will relieve the tired feeling caused by sitting for some time. This exercise takes but a few minutes, and it may be given at any time, **the doors and windows being open.** Teachers should give careful attention to the subject of ventilation. The brain cannot do its work unless supplied with the nourishment given by pure blood. The blood, in turn, requires a plentiful supply of pure air to keep itself pure. It follows, therefore, that a large part of the restlessness, inattention of study, and general disorder in the school room, is the direct result of improper ventilation. To keep the air of the school room even moderately pure, and at the same time to guard against draughts, requires much consideration on the part of the teacher. At each recess a thorough change of air should be effected by opening doors, and by opening windows at top and bottom. **Make this a duty, and be sure to attend to it.** The same change should be made during calisthenic and marching exercises, and whenever the restlessness of the pupils calls attention to the fact that the air needs changing. Cold weather is no excuse for breathing vitiated air, but of course greater care is necessary in guarding against draughts. The necessity of ventilation should be thoroughly explained to pupils, and there is no better way of teaching its importance than by accustoming them to the practical application of its principles. Be sure of one thing: **Unless you are very sensitive to the effects of impure air, you will not notice its bad condition as soon as you should.** Step out of doors a few minutes and then see how the air seems in your school room.

## Outline of Course by Grades

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### FIRST GRADE.

Number Work (See Working Directions)  
Reading (See Working Directions).  
Language (See Working Directions).  
Geography (See Working Directions).  
Spelling (See Working Directions).  
Penmanship (See Working Directions).  
Drawing (See Working Directions).

### SECOND GRADE.

Arithmetic (See Working Directions).  
Reading (See Working Directions).  
Language (See Working Directions).  
Geography (See Working Directions).  
Spelling (See Working Directions).  
Penmanship (See Working Directions).  
Drawing (See Working Directions).

### THIRD GRADE.

Arithmetic (See Working Directions).  
Reading (See Working Directions).  
Language (See Working Directions).  
Geography (See Working Directions).  
Spelling (See Working Directions).  
Penmanship (See Working Directions).  
Physiology (See Working Directions).  
Drawing (See Working Directions).

### FOURTH GRADE.

Arithmetic (See Working Directions).  
Reading (See Working Directions).  
Language (See Working Directions).

Geography (See Working Directions).  
 History and Civics (See Working Directions).  
 Spelling and Defining (See Working Directions).  
 Penmanship (See Working Directions).  
 Physiology (See Working Directions).  
 Nature Study, Music, and Drawing (See Working Directions).

#### FIFTH GRADE.

Arithmetic (See Working Directions).  
 Reading (See Working Directions).  
 Grammar and Composition (See Working Directions).  
 Geography (See Working Directions).  
 History and Civics (See Working Directions).  
 Spelling and Defining (See Working Directions).  
 Penmanship (See Working Directions).  
 Physiology (See Working Directions).  
 Nature Study, Music, and Drawing (See Working Directions).

#### SIXTH GRADE.

Arithmetic (See Working Directions).  
 Reading (See Working Directions).  
 Grammar and Composition (See Working Directions).  
 Geography (See Working Directions).  
 History and Civics (See Working Directions).  
 Spelling and Word Study (See Working Directions).  
 Penmanship (See Working Directions).  
 Physiology (See Working Directions).  
 Nature Study, Music, and Drawing (See Working Directions).

#### SEVENTH GRADE.

Arithmetic (See Working Directions).  
 Literature (See Working Directions).



Grammar and Composition (See Working Directions).  
Geography (See Working Directions).  
History and Civics (See Working Directions).  
Spelling and Word Study (See Working Directions).  
Bookkeeping (See Working Directions).  
Physiology (See Working Directions).  
Nature Study, Music, and Drawing (See Working Directions).

#### EIGHTH GRADE.

Arithmetic (See Working Directions).  
Literature (See Working Directions).  
Grammar and Composition (See Working Directions).  
Geography (See Working Directions).  
History and Civics (See Working Directions).  
Spelling and Word Study (See Working Directions).  
Bookkeeping (See Working Directions).  
Nature Study, Music, and Drawing (See Working Directions).

## Working Directions

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**Mathematics** The results obtained by the prevalent methods of teaching arithmetic have been the subject of much criticism by prominent educators and by business men. It has been charged that pupils who graduate from the public schools are inaccurate by habit and that the work of such pupils is careless and untidy. It cannot be denied by those who have been teaching mathematics that the results are far from satisfactory. In order that the class and the teacher may have more time to devote to the essentials and to the careful working out of problems,

certain matter contained in the State Arithmetics is omitted from the course of study.

In the three lower grades care should be taken that the amount and kind of exercises assigned daily are not such as will lead to habits of inaccuracy. Lessons should not be too difficult nor too long. Much mental work should be given in all the grades, but as the grades advance the mental work should gradually be diminished in amount, though not in exactness.

Accuracy in work; care in arrangement; neatness in figures, and logic in solving problems are the aims to be kept in mind in teaching arithmetic under this course of study.

### FIRST GRADE.

In this grade the work should be largely incidental number work, taught by the use of concrete objects. Teach the following measurements; inch, foot, pint, and quart. The teacher should closely follow the suggestions given in the State First Book in Arithmetic to page 34. "~~Gibb's Natural Number Primer~~" should be placed in the hands of the pupils if the funds of the district will allow.

### SECOND GRADE.

Continue the incidental concrete work in numbers, using "~~Gibb's Natural Number Primer~~" as a basis. Teach simple fractions,  $\frac{1}{2}$ , 1-3,  $\frac{1}{4}$ . Use the following books for supplementary work:

"Hornbrook's Primary Arithmetic." (American Book Co.).

"Smith's Primary Arithmetic." (Ginn & Co.).

### THIRD GRADE.

Begin formal number work in this grade. Assign much work in addition and subtraction. Use Chap-

ters II and III of the State First Book in Arithmetic as a basis of work. The following books should be on the teachers desk for supplementary use:

“Hornbrook’s Primary Arithmetic.”

“Smith’s Primary Arithmetic.”

#### FOURTH GRADE.

Begin simple analysis of problems. Put emphasis on multiplication and division, giving frequent oral drills. Use the State First Book in Arithmetic, Chapter IV as the text. Supplement with “Smiths” or “Hornbrook’s Primary Arithmetic.”

For mental work use “Joy’s Arithmetic Without a Pencil,” or “Bailey’s Mental Arithmetic.”

#### FIFTH GRADE.

Make a thorough study of decimals. Teach interest and denominate numbers in a simple way. Complete the State Primary Text, and the work in the State Grammar School Arithmetic as far as page 61. Omit all problems in the advanced text which are impractical or too complicated. Lay some stress on the work in simple mensuration, but omit the problems involving the metric system. No supplementary text is recommended for this grade. For mental work use “Joy’s Arithmetic Without a Pencil,” or “Bailey’s Mental Arithmetic.”

#### SIXTH GRADE.

Study the State Grammar School Arithmetic to page 150. Before taking up the advance work make a thorough review of the work in decimals given in the preceding grade. Teach properties of numbers, emphasizing the work in Factors, Greatest Common Factor, Multiples, Least Common Multiple, Powers and



Roots. Also take up the study of Ratio thoroughly after reviewing the work in Ratio given in "Hornbrook's Primary Arithmetic," pp. 117, 118, 145, 160, 174, 183. At least half of the time devoted to the subject should be given to fractions. No pupil should be promoted from this grade who is deficient in the handling of fractions and decimals. Close attention should also be given to the work in the mensuration of simple figures. The work should be supplemented by the use of problems from "Smith" or "White's New Complete Arithmetic."

For mental drill use "Joy's Arithmetic Without a Pencil," or "Bailey's Mental Arithmetic."

#### SEVENTH GRADE.

Teach denominate numbers, omitting all problems involving the Metric System, Dry Measure, and the more complicated problems in compound addition, subtraction, multiplication and division of quantities. The work in aliquot parts should be emphasized, but the greater part of the work should be mental. Take up Percentage and its applications. Teach the subjects of interest, partial payments and bank discount by one method **only**.

State Grammar School Arithmetic to page 280. Supplement with "Smith's Grammar School Arithmetic" or with "White's New Complete Arithmetic." No text in mental arithmetic is recommended, as the problems in Aliquot Parts and simple Percentage provide ample mental drill.

#### EIGHTH GRADE.

State Grammar School Arithmetic, pp. 296 to 408. Omit Stocks and Bonds, Present Worth, True Discount, Frustums and Longitude and Time.

Teach Literal Quantities, Involution and Evolution, Proportion, Lines and Surfaces, Solids, Arcs, Angles and Angular Measure. Review the work of the previous grades. Supplement with "Smith's Grammar School Arithmetic" or "White's New Complete Arithmetic."

Give mental drill, by using problems involving the same principles as taught in the written work.

## Reading and Literature

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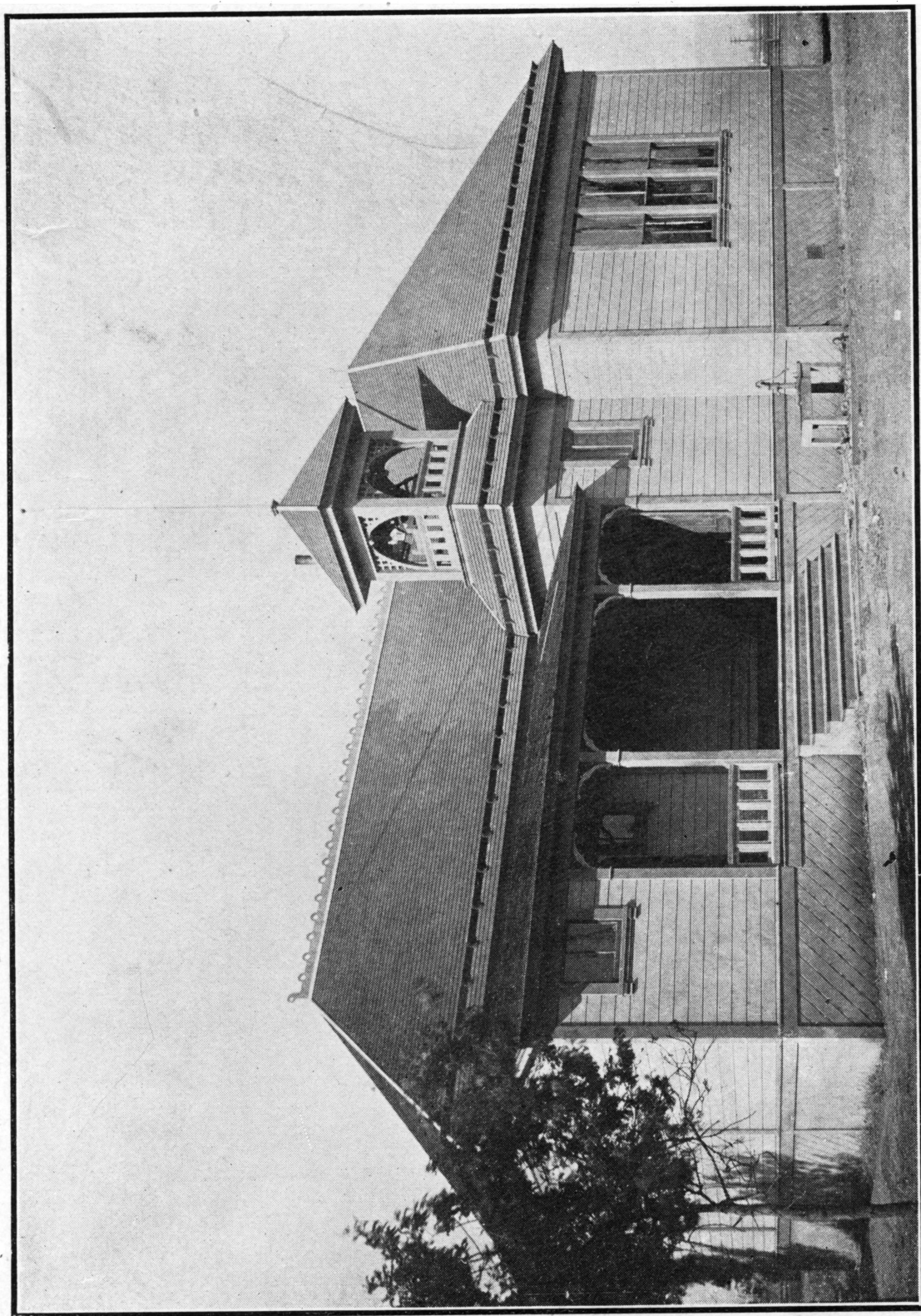
**Reading** 1. Good reading requires a knowledge of words, attention to the thought of the selection, and proper vocal culture.

2. Previous to hearing lessons read, drill upon new, or difficult words.

3. A variety of reading exercises should be given: (1) Reading of lessons which have been carefully prepared. (2) Sight reading in which the pupil is required to read something which he has not prepared; (3) An exercise in silent reading—all the class being required to read a selection at the same time silently—after which individuals should be called upon to give the thought of what they have read.

4. Matter selected for sight reading should be simpler than the regular reading lesson.

5. Pupils should be taught (1) to raise their eyes occasionally from the book while reading; (2) to open their mouths when speaking or singing; (3) to sound the final consonants of words distinctly; (4) to dwell sufficiently long upon the vowel sounds. The attention of pupils should be frequently directed to the common faults in utterance, and breathing exercises



GRAMMAR SCHOOL, ELMIRA





and vocal drills should be practiced daily with a view to strengthening the vocal organs.

6. Attention should be paid to the pupil's manner of expressing himself in recitation. Much of the indistinctness and the bad tone of voice noticeable at reading-time is due to bad habits acquired at the recitation.

7. An abundance of supplementary reading-matter should be in every school library, and teachers and trustees should see that it is procured before expending the funds for any other purpose. Graded lists of supplementary reading are given in this manual and in the library list.

This supplementary reading may be used in various ways. That which is specified for class use should be procured in sufficient quantities to accommodate the class. The lists contain supplementary material in reading, history, geography, and nature study. An occasional period should be taken from the regular lesson or study-time in these subjects and spent in silent reading. Reading from these books should also be assigned for home work, and pupils should be expected to report upon such reading. Where the supplementary reading assigned to a class is too difficult or otherwise for a particular class, teachers may make selections from that assigned for use in the next grades.

**Literature** The character of a pupil is greatly influenced by his reading. So the love of that which is best, of that which will awaken in him a desire for the wholesome and good, should be developed in the school. It is not expected that pupils be confined to the mere work as outlined in the Course of Study. The teacher should direct her pupils in the selection of other works by these same authors so that

they may feel at home with the writer and be filled with a desire to know and enjoy what is best in the language. Encourage a thorough and careful reading of each work. As Stanley Hall says: "A single great work read till its flavor is really caught raises the level of the whole mental and moral character."

In the higher grades pupils should be taught to outline the thought, to explain the words, to distinguish the common figures of speech—as metaphor, simile, personification; to show the value of metaphors and similes; to expand a metaphor to a simile; to condense a simile to a metaphor, and to point out the parts of a simile and to show the point of similitude.

**Poems for  
Memorizing**

Throughout all the grades of the course there are assignments of poetry to be memorized. It is better to assign a few lines a week and have the work kept up regularly than to make occasional assignments of longer selections. The Board reserves the right to include questions touching upon these poems in the examinations in literature at the close of the term.

"Poems for Memorizing," by Alice R. Power, and published by the Whitaker & Ray Company, contains an excellent selection of poems for memorizing.

### FIRST GRADE.

The Children's Primer, State Series.

Teachers should use either the New Education Readers, Books I and II, or the Primer and First Reader of Ward's Rational Method in Reading for drill in phonics. For the child who desires to try and read by himself, the following books should be at hand:

"Six Nursery Classics." (D. C. Heath & Co.).



"Old Time Stories Retold." (Smythe.)

"Child Life—First Reader." (Macmillan Co.).

"Stepping Stones to Literature—Book I." (Silver, Burdett Co.).

For Memorizing: Pupils should be drilled by the teacher to recite with expression the following:

"The Merry Brown Thrush"—Lucy Larcom.

"Fairy Folk"—Alice Cary.

"If I Were a Sunbeam"—Lucy Larcom.

"Drive the Nail Aright"—(See "Poems for Memorizing").

## SECOND GRADE.

The Children's First Reader, State Series, completed, and the Children's Second Reader, State Series, to page 85.

For drill in phonics by the teacher, use New Education Reader, Book III, or the Second Reader of Ward's Rational Method in Reading.

For supplementary work use two of the following:

"Classic Tales for Little Ones." (McMurry).

"Goody Two Shoes." (Macmillan Co.).

"Sloan First Reader." (Macmillan Co.).

"Child Life—Second Reader." (Macmillan Co.).

"Stepping Stones to Literature," Book II. (Silver, Burdett Co.).

"Art-Literature Readers," Book II. (Atkinson, Mentzer & Grover).

For Memorizing—Drill pupils to recite with expression:

"Suppose"—Alice Cary.

"My Shadow"—Robert L. Stevenson.

"Robert of Lincoln"—Wm. Cullen Bryant.

"The Cloud"—(See "Poems for Memorizing").

## THIRD GRADE.

The Children's Second Reader, State Series, completed from page 85, and the Children's Third Reader, State Series, to page 80.

For phonetic drill the teacher should use New Education Reader, Book IV, or the Third Reader of Ward's Rational Method.

Required for supplementary reading at least two of the following:

"Sloan Second Reader." (Macmillan Co.).

"Stories of Great Americans for Little Americans." (American Book Co.).

"Stepping Stones to Literature"—Book III. (Silver, Burdett Co.).

"United States History Reader"—Wilson. (Macmillan Co.).

"Child Life Third Reader." (Macmillan Co.).

For Memorizing: Drill pupils to recite with expression:

"Don't Give Up"—Phoebe Cary.

"Wynken, Blynken and Nod."—Eugene Field.

"Jack in the Pulpit"—Clara Smith.

"The Wonderful World"—Chas. H. Browne.

## FOURTH GRADE.

The Children's Third Reader, State Series, completed from page 80, and the Children's Fourth Reader, State Series, to page 90.

For supplementary reading require at least two of the following:

"Hawthorne's Wonder Book." (Macmillan Co's Pocket Classics).

"Whittier's Poems of Child Life." (Riverside No. 70).

"Stepping Stones to Literature," Book IV. (Silver, Burdett Co.).

"Lights to Literature," Book III. (Rand, McNally & Co.).

"Eggleston's Stories of American Life and Adventure." (American Book Co.).

The following to be memorized and recited:

"The Children's Hour"—H. W. Longfellow.

"Nobility"—Alice Cary.

"America"—Samuel F. Smith.

"A Life Lesson"—J. W. Riley.

#### FIFTH GRADE.

The Children's Fourth Reader, State Series, to be completed and reviewed.

For supplementary reading, at least two of the following:

"Lights to Literature," Book IV. (Rand, McNally & Co.).

"Pacific History Stories." (Whitaker & Ray Co.).

"King Arthur and His Court." (Ginn & Co.).

"Jefferies Sir Bevis." (Ginn & Co.).

"Blaisdell's Stories From English History." (Ginn & Co.).

"Stepping Stones to Literature," Book V." (Silver, Burdett Co.).

"Wild Animals I have Known."—E. T. Seton.

The following to be memorized and recited:

"Ring Out Wild Bells"—Alfred Tennyson.

"The Brook"—Alfred Tennyson.

"Boys Wanted"—(See Poems for Memorizing.)

"Somebody's Mother"—(See Poems for Memorizing).

"The Builders"—H. W. Longfellow.

## SIXTH GRADE.

Required, "The Historical and Patriotic Poems of America," pages 227 to 354, in "Poetry of the People." Gayley & Flaherty. (Ginn & Co.)

"Hawthorne's Grandfather's Chair." (Houghton, Mifflin & Co.)

"The King of the Golden River"—Ruskin. (Ginn & Co.)

For supplementary reading, any of the following:

"Ways of Wood Folk"—Long. (Ginn & Co.)

"Wilderness Ways"—Long. (Ginn & Co.)

"The Spanish in the Southwest." (American Book Co.)

"Heroes of the Middle West." (American Book Co.)

Pupils must commit to memory thoroughly and recite the following selections from the "Poetry of the People":

"Columbus," "Warren's Address," "The Star Spangled Banner," "The Battle Hymn of the Republic," "The Republic," "The Men Behind the Guns," "Home, Sweet Home."

## SEVENTH GRADE.

Required: The following from Irving's selections as arranged for school use by J. W. Graham. (Whitaker & Ray Co.)

"Rip Van Winkle" and the "Legend of Sleepy Hollow."

"Hiawatha"—Longfellow. (Riverside edition.)

"Christmas Carol"—Dickens. (Ten Cent Classics.)

For supplementary reading use any of the following:

"American Stories." (Hawthorne Classics.)



"Stories of Inventors." (Doubleday.)

"Under Six Flags"—Davis. (Ginn & Co.)

"Old Times in the Colony"—Coffin.

"Prince and Peasant"—Martineau.

The following selections to be committed to memory:

"Abou Ben Adhem"—Leigh Hunt.

"The Psalm of Life"—H. W. Longfellow.

"The American Flag"—J. R. Drake.

Selections from "Hiawatha" must be assigned by the teacher to be memorized.

#### EIGHTH GRADE.

Required: "Evangeline." (Riverside Edition.)

"Courtship of Miles Standish." (Riverside Edition.)

"The Man Without a Country"—Hale.

For supplementary reading any of the following:

"Building of the Nation"—Coffin.

"Life of Lincoln"—Brooks.

Practical Aids to Literature, No. 2, published by Whitaker & Ray Co., should be in the hands of the teacher for suggestions in the teaching of "Evangeline."

The following selections to be committed to memory:

"Old Ironsides"—O. W. Holmes.

"Gettysburg Address"—Lincoln.

Selections from "The Courtship of Miles Standish" and "Evangeline" should be assigned by the teacher for memorizing.

## Language, Grammar and Composition

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### **Language and Grammar**

The aim in Language is to give to every child the ability to speak and write good, pure English. Teachers should feel that the subject is not taught until this power has been acquired.

Under the head of Language is here included oral expression, composition, and technical grammar.

Oral expression should receive more attention throughout all grades than it does at present. By training children to express themselves clearly, and to enunciate distinctly, much of what is faulty in written work and in oral reading will be prevented.

Better scholarship will result if language work is given in connection with other subjects. Part of the child's work in any given subject should be the acquiring of power to express himself clearly, both in oral and written statements, about that subject. Teachers should feel that a subject is not taught until this power has been acquired. A portion of the regular lesson time of each study should be devoted to written work. Even when the object of the language work is chiefly "drill," other lessons, as geography, history and science, may be made to furnish the material.

Constant practice is necessary to ensure correct use of idiomatic constructions, and forms of good usage in which pupils are liable to fail. Lists of faulty expressions should be made, and pupils should be practiced upon the correct forms. Simply calling attention to the error is not enough—habit must be overcome by habit.

### FIRST GRADE.

Develop the power of oral expression by encouraging children to talk about familiar objects. Have them reproduce stories. Give conversation lessons about familiar objects. Aim to increase the child's vocabulary. See that the pupil has clear ideas, then aim to get correct expression of those ideas.

Teach the use of the capital, the period, and the question mark. Drill in the correct use of "a," "an," "is," "are," "was," "were," "has," "have," "see," "saw," and "seen."

### SECOND GRADE.

Continue the work outlined in the First Grade, and in addition have the pupils begin sentence writing and compositions from pictures. Give particular attention to written as well as to oral expression. Have the pupils begin the work of simple dictation exercises.

Teach the pupils to write their own names and addresses, with the proper abbreviations.

Review the work of the First Grade in regard to the correct use of "a," "an," "is," etc., and in addition teach the correct use of "give," "gave," "ran," "run," "do," "did," "done," "go," "went," and "gone."

Try and eliminate such expressions as "I seen," "It ain't me," "It is me," etc.

### THIRD GRADE.

Continue the drill in the correct use of the verb forms of the preceding grades, and teach the correct use of "this and that," "these and those," "doesn't and don't," "I and me," "who," "whose," and "whom."

Let oral and written reproduction of stories, com-

positions from pictures, and dictation exercises be continued.

"English Lessons, Book I," (State Series), Part I, to be studied by the pupils.

#### FOURTH GRADE.

Review all the rules for punctuation and capitalization in the preceding grades, and continue the drill in the correct use of the verb forms and pronouns.

"English Lessons, Book I," (State Series), Part II.

#### FIFTH GRADE.

Drill in the correct use of the verb forms and pronouns.

"English Lessons, Book I," (State Series), Part III.

In the composition work of the text, aim to apply the rules given so as to secure habitual accuracy of form.

#### SIXTH GRADE.

Grammar: "English Lessons, Book II," (State Series), Part I and Part II to page 82, lesson 51.

Composition: "English Lessons, Book II," Part I.

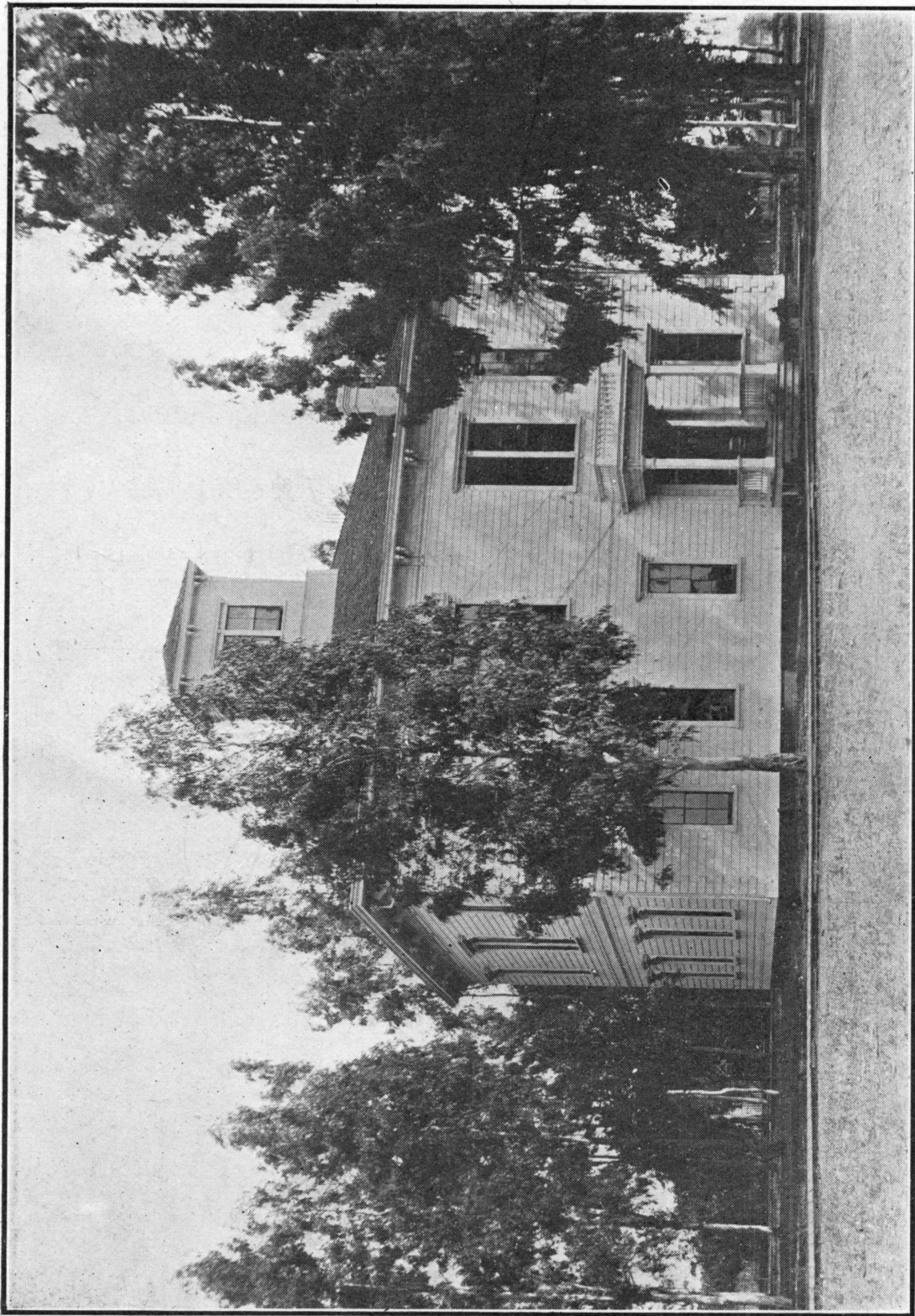
#### SEVENTH GRADE.

Grammar: "English Lessons, Book II," (State Series), Part II on page 82, lesson 51, and Part III to the "verb," lesson 88, page 144.

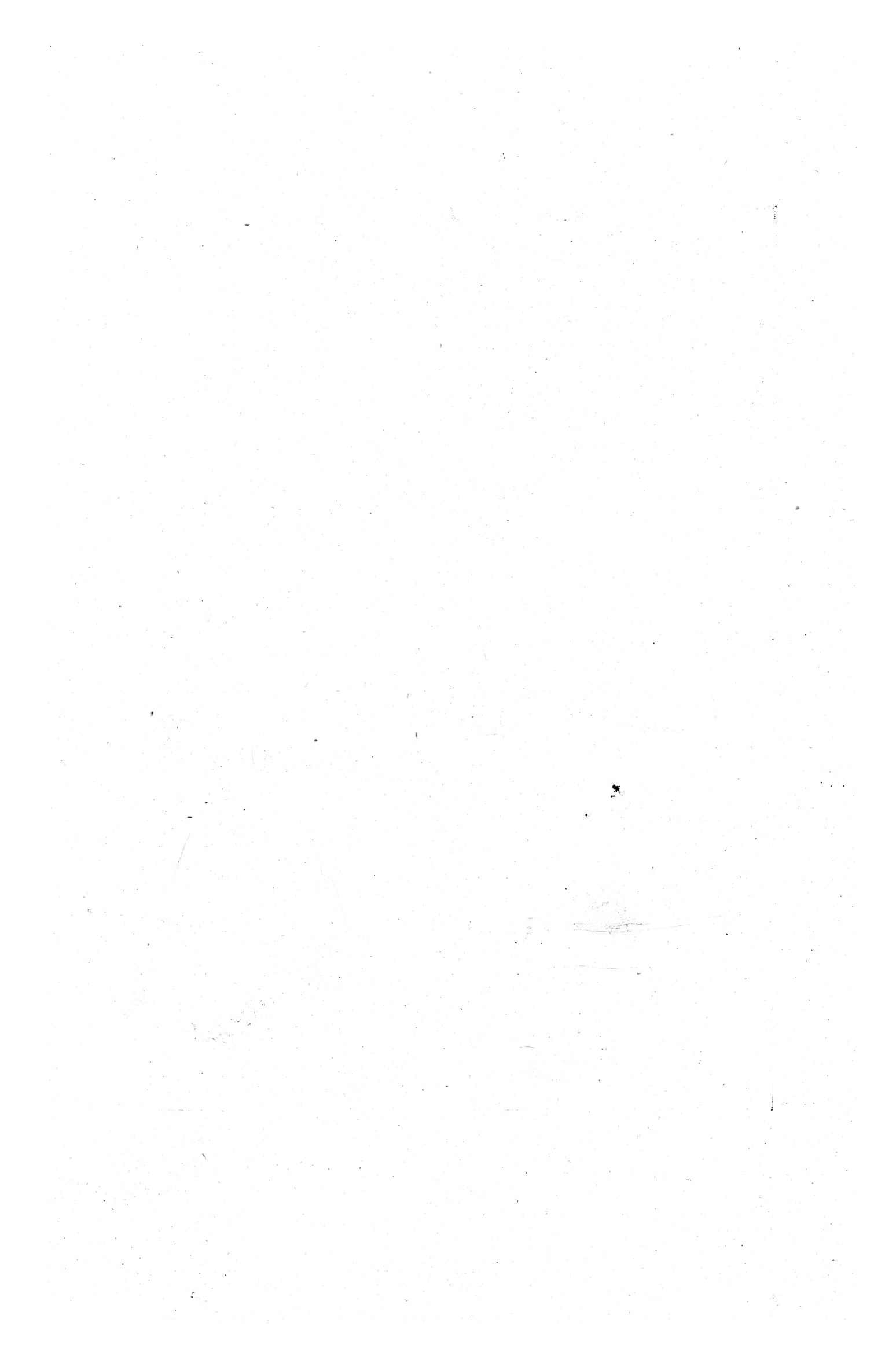
Give much review work in analysis and diagramming of sentences. Reed and Kellogg's system of diagramming preferred to that of the State Series.

Composition: "English Lessons, Book II," Part II.





DIXON UNION HIGH SCHOOL, DIXON.



## EIGHTH GRADE.

Grammar: "English Lessons, Book II," (State Series), commencing with the "verb," lesson 88, page 144 of Part III, complete and review the book.

Composition: "English Lessons, Book II," Part III. Teachers should require at least one written composition a week based on literature, history, and geography assigned for the grade.

**Composition** Composition should be begun in the First Grade and continued through the course. The work at first should consist of a few simple statements about a familiar subject. The work of the lower grades is sufficiently indicated under the suggestions in Language for those grades. In the more advanced grades, there should be frequent exercises in composition writing. Care should be taken in the choice of subjects. By a little forethought in this matter, composition may be made a valuable adjunct to almost all the other studies.

Composition exercises should vary in kind. There should be much practice in rapid writing under the teacher's supervision upon subjects given out at the moment. Subjects should also be given upon which pupils are required to make investigations and to collect information.

The correction or criticism of compositions is one of the real bugbears of the schoolroom. The child must, by one means or another, be brought face to face with his errors.

Three methods of criticism are here suggested. The first method is based upon the fact that the greater number of errors are the result of carelessness or want of thought. The teacher keeps the pile of unmarked composition books open upon her desk, and at odd

moments requires the pupils, especially careless ones, to read their statements and to discover what is wrong about them. Pupils seldom fail to recognize their errors, and the fact that there is no excuse for them is brought home forcibly.

The second method is based upon the fact that many errors are typical. Selections are made and placed upon the board for criticism and correction.

The third method is designed, not only to save the teacher's time, but also to foster a critical spirit in the pupils. This method is as follows:

Each pupil should have a blank book into which to copy his composition at his leisure, to have it ready for future criticism. For this purpose time should be given every week, a few days after the first writing, when all should be ready.

All marks of criticism should be made lightly with a pencil, so that if correct they can be easily erased.

When pupils are writing essays, they must, of course, be allowed to study their subject, and write upon it at such times as they can best do it, either in school or at home. But when a copy of the whole essay has been made, then it should be offered for criticism to other members of the class, and it should not be seen by the teacher until a copy has been made embodying the suggestions coming from all the proper criticisms made.

In order that the written words may look well on paper, and be so arranged as to be easily read, it is necessary to train pupils to pay attention to paragraphing where needed, to placing the words at some distance apart in the sentences, and the sentences at a proper distance from one another. It has been found that the space across the writer's small letter "m," between words and the space across three or four such



“m’s” between sentences, is about what is needed to make each word distinct, and the beginning and ending of each sentence easily apparent.

After the composition has been criticised, and the corrections made by the writer, a copy of the corrected composition should be written in the blank book after the one criticised. If the composition is not longer than a page, the two copies should be on opposite pages.

## Geography

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The work in geography should be carefully correlated with the other branches taught, especially is this so with reference to observation and science work on the one hand, and to literature and history on the other.

Excellent results are sure to be obtained in geography by teaching current events. Teachers, therefore, should encourage the pupils to read the papers and magazines so as to keep informed regarding the trend of events. Those places where history is being made from time to time, should be indelibly located in the child’s mind. An excellent idea would be to have in each schoolroom a bulletin board, and on that should be placed occasionally a synopsis of what has been obtained from the papers and magazines. It would also be well to post pages of a metropolitan newspaper on the bulletin board each morning, taking care to select only such matter as would be proper for children to read. Beside the bulletin board should be a map, so that, after the reading of an occurrence, the pupils may locate the scene of the occurrence on this map.

In the use of the text book, the teacher should aim to make a judicious selection of that which is essential. Local geography, other than that of the child's own state should not be taught. Select that which gives character to a place, and emphasize it by repetition and comparison.

Select such cities as are typical, and those of historical value, and make a careful study of the same. Insignificant places should be omitted entirely. A part of the time should be devoted to map-drawing, so as to impress upon the pupils' minds the relative location and size of the different countries and their subdivisions. The "Humboldt Geographical Note Book," Parts I, II, III, and IV, published by Atkinson & Mentzer, will be found serviceable for this purpose.

Geographical excursions to points of interest, and different manufacturing industries in the county will also tend to enliven the child's interest in the subject of geography.

A good globe and maps are indispensable in every school. These should be made useful instead of ornamental articles in the school room.

Teachers will gain much information, and secure many helpful suggestions by obtaining copies of the "Bulletins of Methods," Nos. 2, 5, 6, and 10, issued by the San Francisco State Normal School.

#### FIRST GRADE.

Observation lessons take the place of geography in the first year of school. These lessons should be given with the following objects in view: (1) to develop power of expression; (2) to foster a habit of observation; (3) to put the child in a state of kinship with the world about him. Incidentally ideas of distance and direction, of travel, of the occupations and products

of the vicinity, together with a knowledge of many of the geographical features of the locality may be developed. Correlate nature study with the work of this grade.

### SECOND GRADE.

The work of the First Grade should be enlarged upon, having in view the same general aims. Natural forms of land and water that cannot be observed in the locality should be taught by means of pictures, etc. Collection of the products of the neighborhood should be made. Lessons in measurements should be begun, and maps of the school room and school yard should be drawn. Teach location, distance, and direction. Read "Seven Little Sisters Who Live on the Round Ball." Locate their homes on the globe. Before reading this story tell about the round ball that floats in the air.

### THIRD GRADE.

On completing the work of this grade, pupils should have a good knowledge of local geography, and of the natural features of land and water. By means of observation and conversation, difference in soil, distribution of plants and animals, commercial relations, and a general notion of government should be taught. The school itself furnishes material for talks on government. Actual measurements, map drawing, personal inspection and collection of objects, and whatever tends to make the subject real and vital to the pupil should be employed. Fairbank's Home Geography should be read and discussed by the class, the books to be supplied by the district.

### FOURTH GRADE.

Pupils are expected at the end of the Fourth Grade

to have a general knowledge of the district in which they reside, and of Solano County. In studying local geography, pay careful attention to the soil, climate, products, manufactures, etc. Pay attention to the location, size, surface, mountains, streams, climate, productions, industries, and towns of the county.

Study carefully the State Introductory Geography to page 62.

Teachers should use for references the following:

“Teacher’s Manual of Geography”—McMurry.

“Excursions in Home Geography”—McMurry.

#### FIFTH GRADE.

State Introductory Geography, pages 62 to 207. Study North and South America according to the following outline:

(1) General directions; (2) relative length and breadth; (3) boundaries; (4) land and water of the coast; (5) surface, highlands, lowlands, mountain ranges, chief river systems; (6) slopes of the land as shown by the direction of the rivers; (7) a few of the most important cities located upon rivers, railroads or seacoast.

Discuss with pupils or have them read in their geography or supplementary readers: (1) interesting facts about mountains and rivers; (2) climate, direction and effect of winds from the ocean, where snow is found, comparison of seacoast with interior and mountain regions; (3) most important products of mountain and valley regions, and occupations of the people of each section; (4) traveling by water and by rail; (5) history, discovery, early settlement, Fourth of July; (6) comparisons of North America



and South America with regard to position of mountain ranges, character and direction of coast line, slope of the land.

Teacher's reference:

"Teacher's Manual of Geography"—McMurry.

### SIXTH GRADE.

Complete the State Introductory Geography from page 207 including the California Supplement.

Study the Grand Divisions from the following outline:

(1) Position; (2) boundaries; (3) comparative latitude and longitude; (4) zones; (5) relative size; (6) surface, mountain ranges highest peaks, most important rivers; (7) climate as affected by latitude; (8) general idea of animal and vegetable products as affected by climate; (9) coast line—learning only the most important features; (10) inhabitants, their race and comparative civilization; (11) countries; (12) most important cities; (13) comparisons regarding coast line, direction of mountain systems, climate, exchange of important products; also people, plants, and animals.

Take up the State Grammar School Geography to page 44, omitting pages 23 to 32 inclusive.

Teacher's references:

"Teacher's Manual of Geography"—McMurry.

"Special Methods in Geography"—McMurry, special attention to chapters IV, X, and XI.

"The New Basis of Geography"—Redway.

"Geography of Commerce and Industry"—Rochelleau.

### SEVENTH GRADE.

Study carefully the pages omitted for the Sixth

Grade in the State Grammar School Geography, and continue the work from page 45 to page 112.

Make a special study of the United States, taking the states in groups with respect to surface, climate, products, resources, occupations, etc. Study the mutual relation of each group of states, modes of communication, domestic and foreign commerce, capitals, important seaports, railroads, rivers, historical cities, and great natural wonders.

Supplement the state text with the following:

“Geography of Commerce and Industry”—Rochelleau.

“Tarr & McMurry’s Geography,” Books II and III.

“Carpenter’s Geographical Readers.”

Teacher’s references:

“Teacher’s Manual of Geography”—McMurry.

“Special Methods in Geography”—McMurry.

“The New Basis of Geography”—Redway.

#### EIGHTH GRADE.

Review the physical side of geography, and complete the State Grammar School Geography from page 112, including the Geography of California found in the supplement to the text book.

Supplement the state text with the following:

“Geography of Commerce and Industry”—Rochelleau.

“Tarr & McMurry’s Geography,” Book III.

“Fairbank’s California Supplement.”

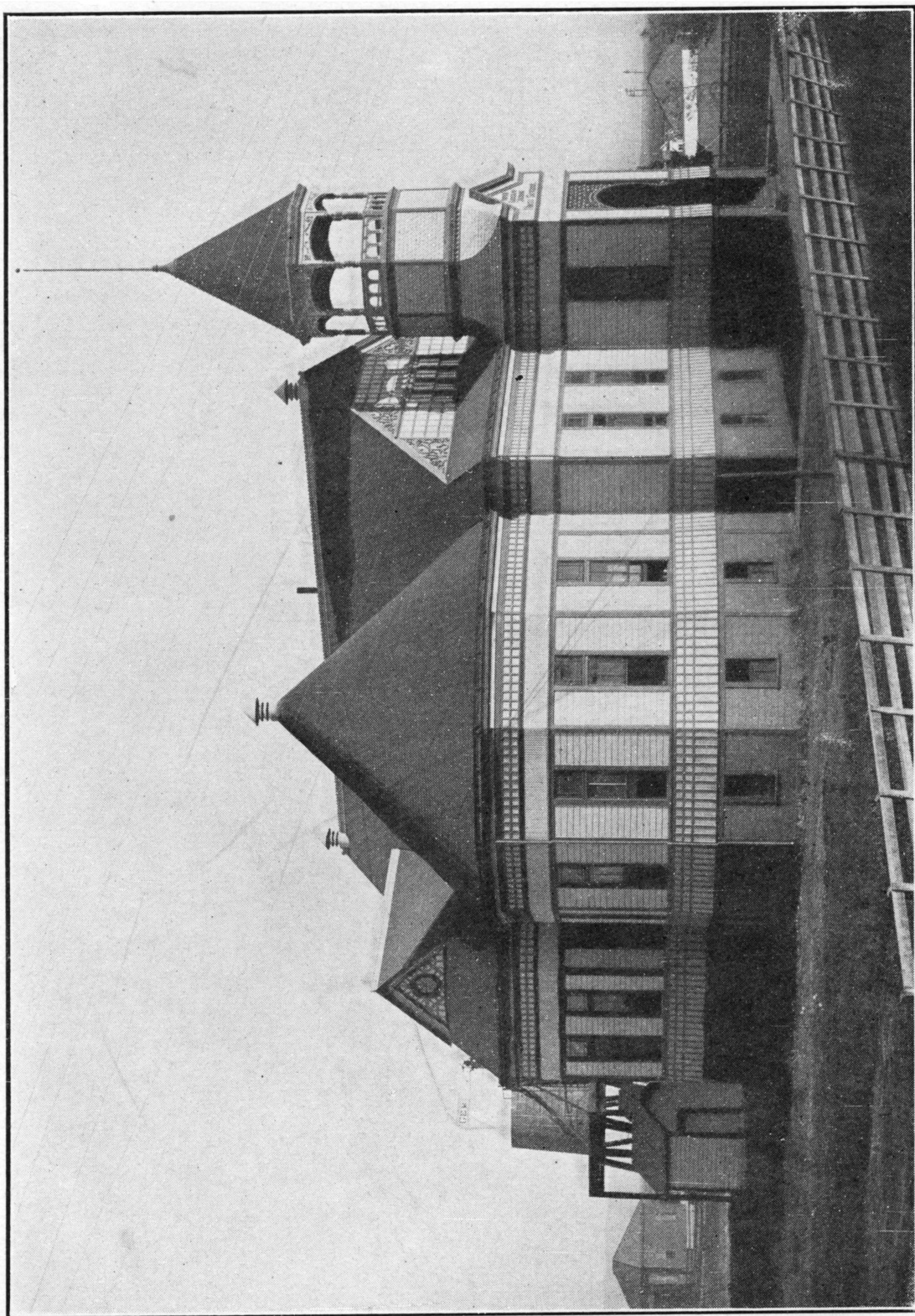
“Carpenter’s Geographical Readers.”

Teacher’s references:

“Teacher’s Manual of Geography”—McMurry.

“Special Methods in Geography”—McMurry.

“The New Basis of Geography”—Redway.



ARMIJO UNION HIGH SCHOOL, FAIRFIELD.



## History and Civics

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**Purpose** The Course of Study in History has been outlined with the idea that the purpose of the study is to develop an intelligent interest in human institutions; in strong personalities who have influenced the destiny of the nation and the race; in progressive social, industrial and political movements, and in those events which are an index of the development of the United States of America.

**Method** The method to be pursued in the higher grades is well outlined in the "Explanatory and Suggestive Notes" in Doub's History of the United States. In the lower grades the books recommended should be read and discussed by the class, care being taken to fix in mind a number of the more important events of American history. In these grades emphasis should be placed on the men who made our country's history and on the more dramatic events in which these men were engaged.

**Civics** The object of the study of Civics is to develop in the child's mind a system of conduct which will make him able to exercise an intelligent interest in the affairs of citizenship. This subject should not be taught in the abstract but should be correlated with history from which it will borrow interest.

### FOURTH GRADE.

**History:** Read Eggleston's "Story of Great Americans for Little Americans." Have frequent reproductions of the stories.

**Civics:** Read to the class and discuss with them Hill's "Lessons for Junior Citizens," pp. 1-70.



## FIFTH GRADE.

History: Read and discuss with the class, "Shaw's Discoverers and Explorers." Frequent reproductions, oral and written.

Civics: Finish the reading of Hill's "Lessons for Junior Citizens," omitting the "Town-Meeting Story." Continue discussions of the subject matter.

## SIXTH GRADE.

History: Make a careful study of the State Introductory History of the United States. Begin to insist upon the matter having historical significance and discourage the tendency of children to dwell upon details and to regard history as simple story telling, useless for the purposes of life but amusing and interesting. At the end of the year the pupils should be well grounded in the main FACTS of American history. Read to the class or have the pupils read, "Blaisdell and Ball's "Hero Stories of American History."

Civics: Devote one lesson a week to the study of Dole's "Young Citizen" in outline, omitting Chapters XIII and XIV.

## SEVENTH GRADE.

History: Follow the course as laid down for the Seventh Grade in Doub's Topical Discussion of United States History, which should be in the hands of the teacher. Doub's "Pupils' Outlines of United States History" should be in the hands of the pupils. Use the State Grammar School

History instead of McMaster where mentioned by Doub. The following books, to be purchased by the District, should be on the teacher's desk for pupils' use daily:

Doub—"History of the United States."

Thomas—"History of the United States."

Montgomery—"Leading Facts in American History."

Mace—"History of the United States."

Redway—"The Making of the American Nation."

Kemp—"History for Graded and District Schools."

Guerber—"Story of the Thirteen Colonies."

Pupils should be required to draw maps and properly color and mark them. They should also be required to explain their maps. For this work the "Ivanhoe Historical Note Book," published by Atkinson, Mentzer and Grover (Chicago) is recommended.

Civics: The work outlined under the title "Institutional Life in the Colonies," by Doub, and the discussion of government in the different colonies will constitute the year's work in civics. Supplement when necessary with Ashley's Government and the Citizen."

#### EIGHTH GRADE.

History: Follow the work as laid down by Doub in his Topical Discussions and in his Pupils' Outlines. Use the State Grammar School

History instead of McMaster where mentioned by Doub.

Use the reference books recommended in the Seventh Grade work, and in addition, use Guerber's "Story of the Great Republic."

In this grade continue the work in map drawing and coloring, using the "Ivanhoe Historical Note Book." Insist that the notes made shall be concise, correct and pertinent to the map drawn.

**Civics:** Study thoroughly the main features of the Constitution of the United States. Use the State Civil Government where copies can be secured and also Davis & Stewart's "Civics for Elementary Schools," which explains each section of the Constitution and correlates civics with history. The District should buy at least one of these books for every three pupils in the class

## Spelling

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For those pupils who are not endowed by nature with the faculty of good spelling, much drill is necessary. Such drill should be centered upon words in common use, rather than upon unusual words. For these reasons, the course of study prescribes only such words as occur in the text-books in other subjects taught in the various grades.

### **Selection of Words**

Teachers should select about twenty words each day from the lessons assigned in the other subjects. Not only the long words should be selected, but also the

shorter words whose spelling is peculiar. A list of words should be kept by both teacher and pupil for review purposes.

**Method** Drill work in spelling can be enlivened somewhat by varying the exercise. The teacher may select the words one day and place them on the board. The next day she may assign a certain number of paragraphs, and let the pupils select and study the words which appear hard for them, after which the teacher may test the work. Oral spelling may be given one day, written spelling the next. Occasionally a spelling match may be given. On Friday of each week the pupils should be required to review the words given during the week, after which the teacher should give a test of fifty words or thereabouts.

### FIRST GRADE.

Select and teach a reasonable number of simple words from the text-books in other subjects. Train the eye to distinguish when words are written incorrectly by occasional exercises from the board.

### SECOND GRADE.

Follow the method given in the work laid down for the First Grade. Increase the number of words given and give frequent reviews. Phonics may be employed to advantage, as in the following group:

ock.

r—ock. sh—ock.

d—ock. fl—ock.

l—ock. cl—ock.

### THIRD GRADE.

Enlarge upon the work laid down for the Second

Grade. Continue the use of phonics. Give occasional exercises in word building. The following is an illustration:

|          |           |
|----------|-----------|
| head     | check     |
| head—s   | check—s   |
| head—er  | check—er  |
| head—ing | check—ing |

Spelling need not be given a separate period in the work of the first three grades, except in the review exercises.

#### FOURTH GRADE.

In this grade spelling as a formal subject should be begun. A separate period should be devoted to the subject each day. The teacher should select about eight hundred words from the texts in other subjects and insist that the pupils learn how to spell these words, or a reasonable percentage thereof, as one of the conditions of promotion.

#### FIFTH GRADE.

Select and teach about eight hundred of the more difficult common words found in the text books in other subjects taught in this grade. Teach the spelling of the very important proper names which occur in the work. Insist upon neatness in the writing and in the arrangement of review papers. Poor spelling is often the result of carelessness in writing and form of work.

#### SIXTH GRADE.

Select about eighty words per week from the text-books in other subjects. Do not include any but the more difficult words given in the preceding grades. The more important proper names in geography and history should be given. Insist upon penmanship and form.



### SEVENTH GRADE.

Select about eighty words per week of the more difficult common words found in texts in other subjects. Pursue the method outlined in the introduction.

### EIGHTH GRADE.

Select about eighty words per week from the texts and in addition review the work of the Seventh Grade.

## Word Study

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Much good may be accomplished by a careful study of word building. A knowledge of the derivation, meaning, and the proper use of words will materially assist pupils in comprehending the other subjects taught in the elementary schools. It will also raise the standard of spelling in our schools. Pupils should be taught to analyze, define, and use words correctly in original sentences. Insist upon the current meaning of words as well as the analytical in giving definitions. Every pupil studying word building should be the possessor of a copy of a good school dictionary. Webster's Academic Dictionary will be found most serviceable to the pupils.

### FOURTH, FIFTH AND SIXTH GRADES.

Require pupils to define words occasionally and to use them in sentences. One or two recitations per week will be sufficient, words to be taken from reading and spelling lessons.

### SEVENTH GRADE.

Study the Latin and Greek Prefixes and suffixes as

found in the State Speller. Form derivatives from the following:

**Latin Roots.**

agere,  
capere,  
ponere,  
facere,  
credere,  
ducere,  
scribere,  
circus,  
litera,  
bene,

claudere,  
currere,  
clamare,  
fidere,  
ire,  
mittere,  
tendere,  
vertere,  
annus,  
magnus.

**Greek Roots.**

arche,  
ge,  
graphein,  
krates,  
legos,

metron,  
monos,  
phone,  
tele,  
thermos.

**EIGHTH GRADE.**

Complete the study of Latin and Greek roots as found in the State Speller.

## Bookkeeping

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Experience has proven that children are leaving the schools unprepared in the subject of Bookkeeping. They are utterly incapable of distinguishing between a debit and credit transaction. While it is true that the elementary schools should not be expected to make expert accountants of the pupils, nev-

ertheless, every boy and girl before graduation should know something about the simple forms of bookkeeping.

### SEVENTH GRADE.

The pupils should understand the following business forms found in Barnes' Natural Slant Copy Books Nos. 7 and 8:

Receipts, Bills, Checks, Cash Accounts, Business Letters, Promissory Notes, Drafts, Day Book, Journal and Ledger Forms, and Telegrams.

### EIGHTH GRADE.

Writing of sets by single entry, using as a text, Williams and Rogers' "First Lessons in Bookkeeping:" (A. B. Co.)

Pupils should be required to understand the proper form of ordinary business papers, such as checks, receipts, notes, certificates of deposit, due bills, drafts and various forms of orders, as found in the text.

Particular emphasis should be placed upon the writing of business letters.

## Penmanship

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Poor penmanship in the schools is usually the result of neglect or indifference on the part of the teacher. It is impossible to obtain good results in this subject if the teacher conducts a recitation in another subject and one in penmanship at the same time. At least ten minutes per day should be devoted to writing and under the supervision of the teacher. This will bring better results than a half hour of writing without supervision. A great deal of practice should be in-

sisted upon before making use of the copy books assigned the different grades. The "Palmer Method of Business Practice" will be found very useful for this purpose. Attention should be given to the written work in the other subjects as well as to the writing in the copy books. Careless work should always be rejected by the teachers.

Barnes' Natural Slant Writing has been productive of much improvement, therefore, this system has been retained as a text in the schools of the county.

#### FIRST GRADE.

First half year—Barnes' Natural Slant, Pen and Pencil Series, Books A and B.

Second half year—Regular series, Book Number I.

#### SECOND GRADE.

First half year—Barnes' Natural Slant, Pen and Pencil Series, Books C and D.

Second half year—Regular Series, Book Number II.

#### THIRD GRADE.

Barnes' Natural Slant Copy Book, Number III.

#### FOURTH GRADE.

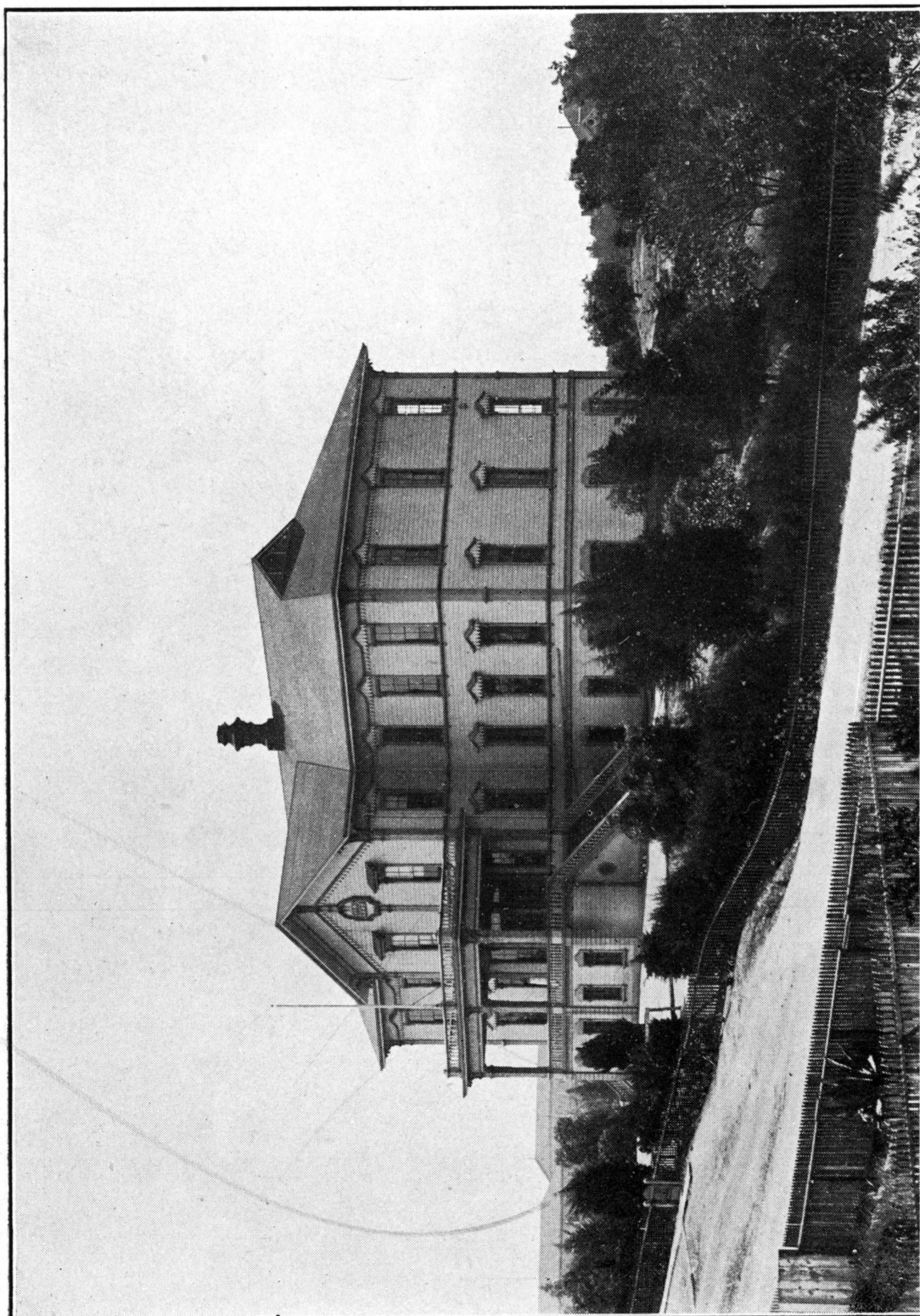
Barnes' Natural Slant Copy Book, Number IV.

#### FIFTH GRADE.

Barnes' Natural Slant Copy Book, Number V.

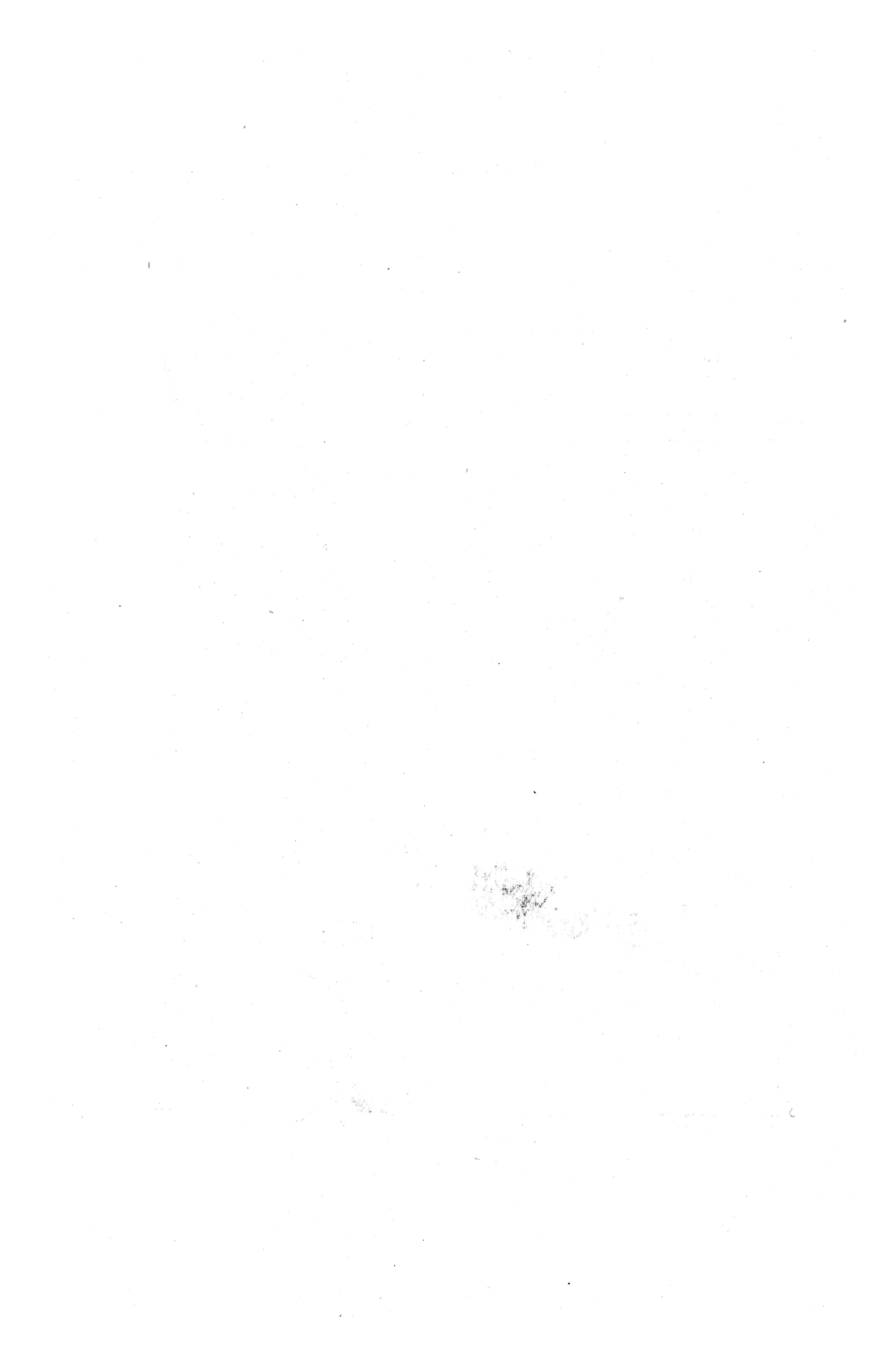
#### SIXTH GRADE.

Barnes' Natural Slant Copy Book, Number VI.



HIGH AND GRAMMAR SCHOOL, BENICIA.





## Physiology

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Instruction in Physiology up to the Sixth Grade should be given in familiar, simple talks by the teacher. The division of subjects as arranged in the following course is given to suggest to teachers what should be talked about, and in what order the subjects should be taken. There should be reviews of important things in the talks given, so as to have the important points impressed on the minds of the pupils. Especially should the injurious effects of alcohol and narcotics be emphasized.

Teachers should read and discuss with the pupils selections from "Conn's Introductory Physiology and Hygiene," or "Smith's Physiology Primer."

### COURSE IN PHYSIOLOGY FOR FIRST FIVE GRADES.

- |                   |                                                                                                                                      |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Tobacco</b> | Different kinds; cigars, cigar stumps, cigarettes, pipes; bad effects of smoking and chewing.                                        |
| <b>2. Liquors</b> | Wine, beer, brandy, whiskey; bad effects; alcohol, the poison; acquired and inherited tastes, drunkenness.                           |
| <b>3. Eating</b>  | Position and manners at table; how eat, napkins, fingers, knife and fork; what food, how much, dangers of unripe fruit unless cooked |
| <b>4. Gum</b>     | Pure, adulterated; bad manners in in company; when useful, when injurious and how.                                                   |

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- |                                 |                                                                                                                                                                    |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5. Poisons</b>               | Medicines, medicine bottles, matches, rat poison; <b>touch not</b> ; gases, snakes, dogs, cats; simple antidotes.                                                  |
| <b>6. Teeth</b>                 | Number, care of, toothpick, rinse, brush; bad breath, why ache, dentist.                                                                                           |
| <b>7. Bones</b>                 | Support the flesh, form of body, slow to change, cracked limbs, back, shoulders; breaking, mending.                                                                |
| <b>8. Position</b>              | Standing, sitting, lying down, talking, reading, writing, sleeping; effect on bones, form of body, lungs, breathing; manners, appearance.                          |
| <b>9. Sprains</b>               | Position of ankle, weight above, tendons, shape of ankle joint, hard ground, sidewise pressure; bathing, ing; quiet needed.<br>Motion, strength, walking, writing, |
| <b>10. Muscles</b>              | ball playing, training, fatigue, rest.                                                                                                                             |
| <b>11. Exercise</b>             | Health, blood, strength, waste matter, in open air.                                                                                                                |
| <b>12. Sleep</b>                | Natural time for rest, how long, for strength of mind and strength of muscle, repair; the bed, clothing, be warm.                                                  |
| <b>13. Circulation of Blood</b> | To every part, muscles, nerves, bones (exceptions), object, freezing to death, effect of exercise.                                                                 |
| <b>14. Wounds</b>               | Ordinary, treatment; arteries, cut danger, treatment; limbs, trunk, head, burns, scalds, treatment; nose bleeding, playing with sharp instruments.                 |

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- 15. Breathing** Why, air a food, in, out, dust, nose, not through mouth; poisonous gases, coughing, fainting.
- 16. Ventilation** Why, pure air; effect of breathing, exhalations, diseases; how ventilate, sunshine, warmth.
- 17. Colds** Chills, draughts, cooling too quickly; head exposed, neck, parts affected, nostrils; clothing, back and feet warm, wet.
- 18. Eyes** Only two, accidents, loss, no repair; washing, wiping, dust in; near-sightedness, light dim, bright, cross-lights.
- 19. Ears** Three parts; outer, how injured, washing, wax, hairs, colds, ear-ache, treatment; scratching, pulling.
- 20. Hair** Use, keep clean, short, dandruff, comb, brush.
- 21. Nails** Clean, pare, not bite; hangnails, run-rounds, treatment.
- 22. Cleanliness** Face, hands, wrists, neck, feet, body, clothing; health and looks; chapped hands, pores; blood-poisoning, absorbents, warm and cold baths, soap.

#### SIXTH GRADE.

State Physiology (New Series), in the hands of the pupils. The class should read understandingly and discuss the first ten chapters, pages I to 112, inclusive.

#### SEVENTH GRADE.

Complete the State Physiology (New Series), from page 112.

## Nature Study

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The work should be simple. Have the pupils examine seeds of the cereals grown in their vicinity, as to shape, covering, color, parts, etc. Have pupils prepare soil according to directions in "First Book in Farming," and plant seeds in soil in the school room so that they may watch the germination. Discuss the germination, growth and structure of the plant with the pupils. Note the condition of plants at different seasons of the year and discuss the reasons of change of condition. Develop through questions the functions of the parts of the plants. Study the animal life of the neighborhood from the bees, ants, frogs, and other animals. Note appearance, structure, and habits. Learn kinds of birds in vicinity and their characteristics, appearance, size, shape colorings, food, and study the construction of their homes. Notice the time of the coming and going of migratory birds. Discuss the benefits given and injuries made to the grains and the fruits of the locality by various birds. Discuss the coverings of the animals of the neighborhood, their means of protection, and show how they are suited to the conditions of life of the different animals. Have pupils observe their habits and instincts. Encourage them to tell freely their observations. Encourage pupils to bring specimens of any minerals found in the county. Discuss the forms, uses, and value of such minerals. Draw the attention of pupils to the apparent course of the sun across the heavens, and have them measure and discuss the variations in length and position of the shadows at the different times of the day, and different seasons of the year. Have them notice



the formation of storm clouds and other common natural phenomena.

"Overton & Hill's Nature Study" should be placed in the hands of the pupils of the lower grades, and the following should be on the teacher's desk for frequent reference:

Atkinson's "First Studies in Plant Life."

Jenkins & Kellogg's "Nature Studies."

Burkett, Stephens & Hill's "Agriculture for Beginners."

"First Book in Farming," Chas. I. Goodrich.

"First Principles of Agriculture," Goff & Mayne.

## Drawing

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The subject of drawing should not be taught with a view of making artists of the pupils, but should, however, give them some idea of form, beauty and grace. The study of drawing should become a source of pleasure to the child, train the eye and hand, and assist in making plain the thought in literature. The work in the primary grades, especially the lower, should be more in the nature of busy work than formal drawing. It is not advisable to consume time for this subject which is necessary for others of greater importance. In the grammar grades about one hour a week is sufficient, and special attention should be given to mechanical and industrial drawing. Throughout the course Nature Study will furnish excellent material for supplementary drawing. Outline map drawing should be taught in connection with geography.

Augsburg's System of Drawing has been adopted as a text. In schools employing but one or two teachers it is recommended that Tablet Number One be used

in the First, Second and Third Grades, and Tablet Number Four in the Fourth, Fifth, Sixth, Seventh and Eighth Grades. The full set of eight Tablets may be used in the other schools of the county if deemed best by the principal.

Teachers will find it profitable to use Augsburg's Drawing Books Nos. I and II as manuals.

## Music

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The Common School Book of Vocal Music (Silver, Burdett & Co.) has been adopted as the basis of work in this subject. In schools of but one teacher, music should be a general exercise for the whole school. And it is further suggested that in schools of several teachers it would be well to have the work under the supervision of one of the teachers. The subject of music should be one more in the nature of a recreation than in the nature of a formal study. The pupils, after completing the elementary schools should have a fair knowledge of the subject of music. The work in the primary grades should be practice—very little theory. The ordinary music terms, such as staff, notes, rests, the scale, letters, etc., should be taught. Especially is it desired that the boys should be interested and convinced that **they** can sing as well as the girls.

The following are recommended to the teachers as good song books to be used in the schools, a limited number of which should be furnished by the district:

"Wee Wee Songs for Little Folks."

"Silver Carol Song Book," price 50 cents.

"The Song Wave," price 80 cents.

"The Golden Robin," price 50 cents.

"Merry Melodies," price 15 cents.

“Sunshine Melodies,” price 40 cents.

“Brewer’s American Song Book,” price 15 cents.

## Current Events

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One of the objects of public education is to give the pupil an intelligent interest in the more serious affairs of life ; to fit the mind when mature to pass enlightened judgment on the great public questions which are constantly being agitated in a country such as ours. History is being made each day ; geography is in a state of evolution. Boundaries are being changed by treaties of peace and arbitration ; the relative strength of the world powers is constantly changing. Rivers are made navigable, harbors are deepened for commerce ; deserts are changed to productive homesteads ; cities are destroyed ; governments rise and fall ; great personalities of the world cease to exercise their potent influence on the world affairs. These things are important phases of life, and in them the child should be interested.

Realizing the importance of the subject, the County Board of Education has resolved to include Current Events in the Course of Study as a **Compulsory Study** in the Grammar Grades. From time to time during the year the Superintendent of Schools will send to each district a bulletin of the events of which the pupils should have a good knowledge. The Board of Education reserves the right to test the work in this subject as it does the work in history and geography. Tests may be given in the fifth and sixth grades also, such tests to be prepared by the Board.

At least one of the following magazines should be

on the teacher's desk for pupils' reference. Magazines can be paid for from the library fund.

|                   |                    |
|-------------------|--------------------|
| The Outlook.      | Our Times.         |
| Literary Digest.  | Review of Reviews. |
| Little Chronicle. | World's Events.    |
| Current Events.   | The Independent.   |

Clippings from the daily or weekly newspapers can be given, but care should be given to the selection of matter to be read. No separate period need be given to this work. It can be taught during the opening exercises or during the Friday Afternoon. A certain hour and a certain time should be devoted to the work, however, and pupils should be required to prepare the work before recitation.

## Professional Reading

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The teacher should make serious effort to keep abreast of the times in methods and in the theory of teaching. With the progress that is being made in educational matters the teacher cannot expect her work to give satisfaction in progressive communities if, at the end of each year her work is no better than at the beginning. Competition is so keen among teachers that the teacher who makes no concerted effort to improve along professional lines will within a few years be rated as behind the times. Viewed in this light professional reading has its selfish as well as its altruistic side.

The following list of books is suggested for those who would improve a few moments of time each day in increasing their professional knowledge. If the teacher should read one or two of these works each year she would find it one of the best investments she could make.

## THEORY OF TEACHING.

|          |                               |
|----------|-------------------------------|
| Bryan    | “Basis of Practical Teaching” |
| DeGarmo  | “Essentials of Method”        |
| DeGarmo  | “Interest and Education”      |
| Jordan   | “Care and Culture of Men”     |
| Arnold   | “Waymarks for Teachers”       |
| Tompkins | “Philosophy of Teaching”      |
| McMurry  | “Elements of General Method”  |
| McMurry  | “Special Method in History”   |
| McMurry  | “Special Method in Geography” |
| McMurry  | “Special Method in Reading”   |
| Smith    | “Teaching of Mathematics”     |
| Chubb    | “The Teaching of English”     |
| Hughes   | “Mistakes in Teaching”        |

## SCHOOL MANAGEMENT.

|          |                     |
|----------|---------------------|
| Dutton   | “School Management” |
| Tompkins | “School Management” |

## EDUCATIONAL STORIES.

|            |                          |
|------------|--------------------------|
| Pestalozzi | “Leonard and Gertrude”   |
| Wray       | “Jean Mitchell’s School” |

## EDUCATIONAL MAGAZINES.

|                                     |                  |
|-------------------------------------|------------------|
| “The Elementary School Record”      | Chicago          |
| “Journal of Education”              | Boston           |
| “American Primary Teacher”          | Boston           |
| “Teachers’ Magazine” (Barnes & Co.) | New York         |
| “Normal Instructor”                 | Dansville, N. Y. |



## Course of Study for Ninth Grade Pupils

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### NOTE TO TEACHERS AND TRUSTEES.

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This course is outlined for the benefit of those districts that are not embraced in one of the high school districts of the county. It is not expected to do the work of a regularly organized high school. It is intended merely to give those pupils, who successfully complete the eight grades of the elementary school course, an opportunity of enjoying the privilege of an extra year's work; also to broaden their intellects; to further prepare them for the active duties of life, and to make them better qualified should they at some later day desire to enter a secondary school.

Districts desiring to take up this course **must** first obtain the permission of the County Superintendent of Schools. Pupils upon completing the work prescribed will be granted a certificate of advanced scholarship by the Board of Education, showing that the work has been satisfactorily accomplished.

### MATHEMATICS.

**Algebra** Use Smith's "Grammar School Algebra" (Ginn & C.), as a text.

**Geometry** Take work as laid down in Hill's "Lessons in Geometry" (Ginn & Co.).

### ENGLISH.

**Literature** Required, a careful study of "Snowbound," "Lady of the Lake," and "Ivanhoe."



HIGH AND GRAMMAR SCHOOL, VALLEJO.



**Composition and Rhetoric** Study Lockwood's "Lessons in English" (Ginn & Co.), pages 66 to 324. also require at least two written compositions per month, subjects to be taken from the text and work in literature assigned for this grade.

**Word Analysis** "Lessons in English"—Lockwood, pages 1 to 66.

**Spelling** Words to be taken from word analysis and daily texts.

### SCIENCE.

**Physics** Part I of Higgins' "First Book in Science" (Ginn & Co.).

**Chemistry** Part II, Higgins' "First Book in Science." (Ginn & Co.)

**Bookkeeping** Double entry sets and business practices as found in Williams & Roger's "First Lessons in Bookkeeping" (American Book Co.), making use of the following: Journal, Sales Book, Cash Book, Bill Book, Ledger, Trial Balance Book, also the blank business forms to accompany the text.

## Promotion and Graduation of Pupils

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**Promotion** The course of study provides for four grades of primary, and four grades of grammar school work. The first, second, third and fourth are the primary grades, and all pupils in these classes will be promoted at the end of the school year at the discretion of the teacher and prin-

cipal. These promotions are to be based upon a record of the pupils' work during the entire year.

Promotions of fifth and sixth grade pupils are to be determined by the teachers and principals either upon written examinations at the end of the year, or upon the daily record of the pupils' work throughout the year. In either case, the pupils' standings in each subject, and averages are to be furnished the Board upon blanks prepared by the Secretary. Teachers are earnestly requested to promote no pupil unless he is thoroughly competent to do the work of the next higher grade.

Questions will be prepared by the Board for the seventh grade pupils. The teachers will mark and grade the papers, and forward the same for review by the Board, together with a tabulated statement of the pupils' standings and averages, not later than the Saturday after the completion of the examination. These questions will be sent to each teacher the week before the examination for graduation is given.

The examination of eighth grade pupils  
**Graduation** for graduation will be held annually, the first full week in the month of June, beginning on Tuesday morning and continuing for four days. The examinations will be conducted personally by members of the Board at the following places: Dixon, Vacaville, Suisun, Rio Vista and Benicia.

For graduation, the subjects for examination and the maximum number of credits allowed on each are as follows:

|             |          |         |
|-------------|----------|---------|
| Arithmetic  | -----100 | Credits |
| Composition | -----50  | "       |
| Geography   | -----100 | "       |
| Grammar     | -----100 | "       |



|                   |     |         |
|-------------------|-----|---------|
| History -----     | 100 | Credits |
| Spelling -----    | 100 | "       |
| Government -----  | 50  | "       |
| Bookkeeping ----- | 50  | "       |
| Literature -----  | 50  | "       |
| Penmanship -----  | 50  | "       |
| Defining -----    | 50  | "       |
| <hr/>             |     |         |
| 800               |     |         |

Required for graduation 600 credits, or 75 per cent.

## Supplementary Reading for Grades

### FIRST GRADE.

|                                               |              |
|-----------------------------------------------|--------------|
| Aesop's Fables (large type edition)-----      | Ed. Pub. Co. |
| In Mythland—Beckwith-----                     | Ed. Pub. Co. |
| Stories of United States for Youngest Readers |              |
| —Beckwith-----                                | Ed. Pub. Co. |
| Classic Nature Stories-----                   |              |
| Blaisdell's Child Life Reader, Books I and II |              |
| -----                                         | McMillan Co. |
| Six Nursery Classics-----                     | Heath & Co.  |
| Old Time Stories Retold—Smythe----            | Am. Book Co. |
| Imitation, Action and Fun Series-----         | Ed. Pub. Co. |
| Baldwin's Fairy Reader-----                   | Am. Book Co. |

### SECOND GRADE.

|                                            |                      |
|--------------------------------------------|----------------------|
| Classic Tales for Little Ones—McMurry----- |                      |
| -----                                      | Pub. School Pub. Co. |
| Goody Two Shoes-----                       | Heath & Co.          |
| Aesop's Fables, Vols. I and II—Pratt----   | Ed. Pub. Co.         |
| Fairy Stories and Fables—Baldwin----       | Am. Book Co.         |
| Nature Myths and Stories—Cook-----         |                      |

## Stories for Kindergarten and Primary Grades--

-----Ginn & Co.  
 Stories of Ulysses-----Ed. Pub. Co.  
 Stories for Children—Wiggen-----  
 Little Nature Stories for Little People----Ginn & Co.  
 Heath First Reader-----Heath & Co.  
 Verse and Prose for Beginners—Riverside Ed. No. 1  
 Williams' Choice Literature, Book I----Am. Book Co.

## THIRD GRADE.

New Education Readers—Book IV----Am. Book Co.  
 Stories From Plato—Burt-----Ginn & Co.  
 Little Wanderers—Morley-----Ginn & Co.  
 Old Greek Stories—Baldwin-----Am. Book Co.  
 Swiss Family Robinson-----Ed. Pub. Co.  
 Stories of Colonial Children—Pratt-----Ed. Pub. Co.  
 Robinson Crusoe for Little Folks-----Ed. Pub. Co.  
 Each and All—Andrews-----Ginn & Co.  
 Rymes and Jingles—Dodge-----Scribners  
 Williams' Choice Literature (Primary) Book  
     II-----Am. Book Co.  
 Heath Second Reader-----Heath & Co.  
 Baldwin's Fifty Famous Stories Retold--Am. Book Co.

## FOURTH GRADE.

Poems of Child Life—Whittier—Riverside edition  
 Williams Choice Literature, Intermediate Book  
     I-----Am. Book Co.  
 Ways of Woodfolk—Long-----Ginn & Co.  
 Old Greek Stories—Baldwin-----Am. Book Co.  
 Stories of American Life and Adventure—Eggle-  
     ston-----Am. Book Co.  
 Alice's Adventures in Wonderland—Carrol----  
 Black Beauty—Sewell-----Am. Book Co.  
 Waste Not, Want Not—Riverside edition-----

Seven Little Sisters—Andrews-----Ginn & Co.  
 Madam How and Lady Why—Kingsley-----  
 Mr. Rain and Madame Rain—Paul de Musset--  
 Stories Mother Nature Told—Andrews----Ginn & Co.  
 Brooks and Brook Basins—Frye-----Ginn & Co.  
 Grandfather's Stories—Johonnot-----Am. Book Co.  
 Stories of Columbus—Pratt-----Ed. Pub. Co.  
 Beautiful Joe—Sanders-----  
 Children's Poetry—Muloch-----  
 Wilderness Ways—Long-----Ginn & Co.  
 Heath's Fourth Reader-----Heath & Co.

## FIFTH GRADE.

King Arthur and His Court-----Ginn & Co.  
 Anderson's Fairy Tales-----Ginn & Co.  
 Selections from Longfellow—Riverside ed-----  
 Sir Bevis—Jefferies-----Ginn & Co.  
 Stories from English History—Blaisdell--Ginn & Co.  
 Little Lord Fauntleroy—Burnett-----Scribners  
 King of the Golden River—Ruskin-----Ginn & Co.  
 Stories of Heroic Deeds—Johonnot----Am. Book Co.  
 Pioneer History Stories—McMurry-----Macmillan  
 Stories of Industry—Chase and Clow----Ed. Pub. Co.  
 Our Fatherland—Pratt-----Ed. Pub. Co.  
 Cortez and Montezuma—Pratt-----Ed. Pub. Co.  
 Pizzaro—Pratt-----Ed. Pub. Co.  
 Williams' Choice Literature, Book II (Interme-  
     diate-----Am. Book Co.  
 Heath's Fourth Reader-----Heath & Co.

## SIXTH GRADE.

A Story of the Golden Age—Baldwin--Am. Book Co.  
 The Eugene Field Book-----Scribners  
 Hawthorne's Wonder Book—Riverside edition  
 Kingsley's Water Babies-----Ginn & Co.

Tanglewood Tales—Hawthorne-----Riverside  
 The Great Stone Face—Hawthorne-----Riverside  
 First Book of American History—Eggleston--  
 -----Am. Book Co.  
 Beginners' American History—Montgomery-----  
 -----Ginn & Co.  
 Stories of the Arabian Nights—Hale-----  
 Stories of the Chosen People—Guerber--Am. Book Co.  
 First Jungle Book—Kipling-----Scribners  
 Williams' Choice Literature (Grammar Grades)  
     Book I-----Am. Book Co.  
 Stories of the Greeks—Guerber-----Am. Book Co.  
 Stories of the Romans—Guerber-----Am. Book Co.  
 Heath's Fifth Reader-----Heath & Co.  
 Legends of the Norseland—Pratt-----Ed. Pub. Co.  
 Stories of Old Germany—Pratt-----Ed. Pub. Co.  
 A Child's Garden of Verse-----Scribners  
 Tales of Chivalry—Rolfe-----Am. Book Co.

## SEVENTH GRADE.

Story of Other Lands—Johonnot-----Am. Book Co.  
 American Stories—Hawthorne's Classics-----  
 American Essays—Hawthorne's Classics-----  
 Ballads and Ballad Poetry—Hawthorne Classics  
 Greek Myths—Hawthorne Classics-----  
 Child's History of England—Dickens-----  
 Carpenters Geographical Readers (Europe)  
 -----Am. Book Co.  
 Williams' Choice Literature (Grammar Grades)  
     Book II-----Am. Book Co.  
 Heath's Sixth Reader-----Heath & Co.  
 Second Jungle Book—Kipling-----Scribners  
 The Boys King Arthur—Lanier-----  
 Story of the German Iliad—Burt-----

## EIGHTH GRADE.

Sketch Book—Sprague edition-----Am. Book Co.

|                                                     |                    |
|-----------------------------------------------------|--------------------|
| Channings Short History of the United States--      | Macmillan          |
| Autobiography—Franklin-----                         | Ginn & Co.         |
| Westward Ho!—Kingsley-----                          | Ginn & Co.         |
| The Spy—Cooper-----                                 |                    |
| Life of Lincoln—Brooke-----                         |                    |
| Uncle Tom's Cabin—Stowe-----                        |                    |
| Napoleon—Abbot -----                                |                    |
| Carpenter's Geographical Reader (Asia) Am. Book Co. |                    |
| In the Boyhood of Lincoln—Butterworth----           |                    |
| Tom Brown at Rugby—Hughes-----                      |                    |
| The Pilot—Cooper-----                               |                    |
| The Young American—Judson-----                      |                    |
| Longer Narrative Poems-----                         | Hawthorne Classics |
| Snowbound—Whittier-----                             | Riverside edition  |
| Tales from Shakespeare—Lamb----                     | Riverside edition  |
| Stories from Shakespeare—Pratt-----                 | Ed. Pub. Co.       |
| English Stories-----                                | Hawthorne Classics |
| English Essays-----                                 | Hawthorne Classics |

## ADVANCED GRADE.

|                                         |              |
|-----------------------------------------|--------------|
| Story of the English—Guerber-----       | Am. Book Co. |
| American Citizen—Dole-----              | Heath & Co.  |
| Scott's Lay of the Last Minstrel-----   |              |
| The Talisman—Scott-----                 |              |
| Quentin Durward—Scott-----              |              |
| Silas Marner—Eliot-----                 |              |
| The Alhambra—Irving-----                | Ginn & Co.   |
| The Crisis—Churchill-----               |              |
| Life of Nelson—Southey-----             | Ginn & Co.   |
| Hatim Tai-----                          | Ginn & Co.   |
| Sorab and Rustum—Arnold-----            |              |
| A-hunting of the Deer—Warner-----       |              |
| Poems—Longfellow, Whittier, Holmes----- |              |
| Tales of a Grandfather—Scott-----       | Ginn & Co.   |
| The Hoosier Schoolmaster—Eggleston----- |              |















